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ABSTRACT

Intended to familiarize persons with the scoring standards and criteria used for the 8th grade version of the Georgia Criterion-Referenced Writing Test, this scoring manual is in eight sections: (1) an introduction to the scoring dimensions and scale points; (2) definitions of the four scale points; (3) definitions of scoring dimensions and components (content and organization, style, sentence formation, usage, and mechanics); (4) guidelines for scoring; (5) suggestions for keeping the dimensions separate; (6) model papers; (7) nonscorable paper codes; and (8) a glossary. (SR)

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ED300819

Scoring Manual

Georgia Grade 8 Writing Test

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Georgia Department of Education

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GEORGIA CRITERION-REFERENCED WRITING TEST

Grade 8

Scoring Manual

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Introduction

The information contained in this manual is intended to familiarize persons with the scoring standards and criteria used for the 8th Grade version of the *Georgia Criterion-Referenced Writing Test*. The material included was taken from the actual training manual used to train raters to understand and apply the scoring system. In the actual training process the manual is used in conjunction with a computer work station. The training manual provides definitions and descriptions of the scoring dimensions and the score scale and specific directions about the rating of real papers. The computer work station directs the rater-trainee in practice exercises and provides feedback regarding practice.

Introduction to the Scoring Dimensions and Scale Points

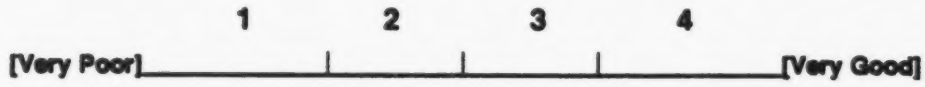
A list of the five Scoring Dimensions, their definitions, and the components that apply to each dimension is provided on page 4. You should read this page carefully and thoroughly and refer to it often throughout training and also throughout scoring. You may want to remove this page from your manual so that you can refer to it easily, if a separate copy of the page is not provided you for this purpose.

A score of "1" to "4" is to be assigned for each one of the five dimensions of writing. Appearing beneath the name of each dimension is a list of the components which "define" that dimension. Different aspects of writing competence are to be evaluated in the different dimensions. While the dimensions are interrelated during the writing process, writing strengths and weaknesses are rated only once during the scoring process. In other words, a particular strength or weakness is not rated in two or more dimensions.

Refer to the page listing the five Scoring Dimensions to be sure in which dimension a particular aspect of writing is to be rated. A detailed discussion of the dimension follows the definitions of the scale points.

Definitions of the Four Scale Points

Try to visualize each dimension represented on a line that goes from "Very Poor" to "Very Good." Along the way, four regions are defined and labeled 1, 2, 3 and 4. Such a representation is shown below:



This figure shows that each score point represents a range on the dimension. There can be low 2's, high 2's and typical 2's. The same is true for the other points. A particular paper that you are reading and scoring will rarely seem exactly like the definitions of the four points, but it will be more like one than the other. In other words, a paper that is more like a 3 than a 4, and more like a 3 than a 2, would be rated 3 on that dimension.

Score Point 1: The writing is **Inadequate.** Very few if any of the components for the dimension are demonstrated.

Score Point 2: The writing is **Minimal.** Some of the components for the dimension are demonstrated.

Score Point 3: The writing is **Good,** yet not exceptional. Many of the components are demonstrated, and these are demonstrated successfully.

Score Point 4: The writing is **Very Good.** Most of the components of the dimension are demonstrated, and these are demonstrated consistently.

NOTE: A paper might *not* demonstrate competence in *each* component listed under a particular dimension, yet still be scored a "4" on that dimension. Another paper may demonstrate competence in one component but be so weak in other components that those weaknesses overpower the single strength. Thus, this second paper may receive a score of "1" on that dimension because of overpowering weaknesses. In other words, strengths may compensate for weaknesses, and weaknesses may overpower strengths.

Terms used to Define the Scoring Dimensions

Dimension: The Georgia Department of Education has identified several basic qualities in any piece of effective writing, regardless of the topic or type (narrative, expository). The qualities are: Content and Organization, Style, Sentence Formation, Usage, and Mechanics. Each of these is referred to as a dimension or domain of writing.

Component: A component is one of the list of aspects to be considered within a particular dimension. A complete listing of all the scoring dimensions and the components for each dimension appears on page 4. For example, clear pronoun reference is a component of the dimension Usage. When you are deciding on your rating for Usage on a student paper, you would look for demonstrated competence in pronoun reference, along with competence in the other components of that dimension.

Each one of the five dimensions is presented separately. Terms are defined, followed by writing samples selected to illustrate the meaning of some of the terms.

Georgia Criterion-Referenced Writing Test
Scoring Dimensions, Definitions and Components

CONTENT/ORGANIZATION: The writer establishes the controlling idea through examples, illustrations and facts or details. There is evidence of a sense of order which is clear and relevant.

- Clearly established controlling idea
- Clearly developed supporting ideas
- Sufficiently relevant supporting ideas
- Clearly discernible order of presentation
- Logical transitions and flow of ideas
- Sense of completeness

STYLE: The writer controls language to establish his/her individuality.

- Concrete images and descriptive language
- Easily readable
- Varied sentence patterns
- Appropriate tone for topic, audience and purpose

SENTENCE FORMATION: The writer forms effective sentences.

- Appropriate end punctuation
- Complete sentences or functional fragments
- Appropriate coordination and/or subordination

USAGE: The writer uses standard American English.

- Clear pronoun references
- Correct subject-verb agreement
- Standard form of verbs and nouns
- Correct word choice

MECHANICS: The writer employs devices necessary in standard written American English.

- Appropriate capitalization
- Appropriate internal punctuation
- Appropriate formatting
- Correct spelling

Score Point 1: The writing is **Inadequate.** Very few if any of the components for the dimension are demonstrated.

Score Point 2: The writing is **Minimal.** Some of the components for the dimension are demonstrated.

Score Point 3: The writing is **Good,** yet not exceptional. Many of the components are demonstrated, and these are demonstrated successfully.

Score Point 4: The writing is **Very Good.** Most of the components are demonstrated, and these are demonstrated consistently.

CONTENT/ORGANIZATION: The writer establishes the controlling idea through examples, illustrations and facts or details. There is evidence of a sense of order which is clear and relevant.

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- Logical transitions and flow of ideas
- Sense of completeness

Controlling idea: The controlling idea of a piece of writing is not the same as the written "thesis statement," although the controlling idea may be expressed in the form of such a statement. The controlling idea may be either stated or implied; if stated, it may appear toward the beginning or toward the end of the piece of writing, or even inserted in the middle of the text. It may be stated in several sentences. The controlling idea may be apparent to the reader even though there is no direct "thesis statement." The writer may present a written thesis statement, but the actual controlling idea may differ somewhat from the statement. To determine the controlling idea of a piece, ask yourself, "If I had to sum up this piece of writing in one brief sentence, what would that sentence be?"

Order of presentation: A piece of writing may be ordered or organized in many different ways: chronological, a listing of ideas related to the topic, a series of examples illustrating the controlling idea, a comparison or contrast, identification of a problem followed by a proposed solution, a generalization followed by a narrative illustration of the generalization. These are but a few of the possible orders. In an effective piece of writing, the order of presentation is appropriate to the controlling idea.

CONTENT AND ORGANIZATION:
Controlling Idea

Statements suggesting the writer's controlling idea are underlined. Note that the controlling idea is not stated in a thesis statement or in a single sentence, but is a combination of the first two sentences. The information in the paragraphs in between these sentences explains why Bar Mitzvah was the happiest time in the writer's life both in terms of the celebration itself and the end of the hard work.

The happiest time of my life was my Bar Mitzvah. I had studied for three years just to be ready for that one weekend. I was definitely happy when it finally was.

The three years of studying before that was crazy. I had to go every week after school to learn someone such as a new language with a new alphabet. When I first started doing this and found out I would have to go to school in the afternoon, I decided that I did not want to do it, and that no matter how great my parents told me having a Bar Mitzvah would be, it was not worth it.

None of this mattered though, because my parents didn't even give me a choice. I had to go to Hebrew school and I had to learn, but it didn't turn out so bad. When my Bar Mitzvah finally came I actually enjoyed it.

All I had to do was get up in front of everyone at the service, read, and then it was all over. I went home, had a big party, and got presents and money from everyone. The party was a lot of fun and maybe the happiest time of my whole life. All of the studying was worth it, but most of all, it was over.

CONTENT AND ORGANIZATION:
Controlling Idea and Order of Presentation

Although a vague statement of the *controlling idea* is attempted in the first sentence (underlined), the paper has no clear controlling idea. After the first four sentences related to the idea that the best gift was the computer, control is lost. The reader is never told very much about the actual gift or why it was the best gift.

In terms of the *order of presentation* of ideas, the writer has employed a chronological accounting of the events of his/her birthday. The organization is ineffective, as it does not provide for a means of explaining the nature of the gift.

Rather than being about "why the computer was the best gift I ever received," the paper is about "what happened on my birthday."

The best gift I ever recieved

The best gift I ever recieved was for my birthday when I first recieved the gift. My mother braught it to my room When she first gave me the gift I thaught it was a game. Then I opened the gift. Inside the box was a computer. I could hardly believe my eyes. I did not know what to say. Later that evening I recieved another gift when I first recieved that gift the dilivery boy braught it one evening while I was clearing the house. When I got the gift I could hardly lift it when I finally put the box on the table The telephone began to ring. I stopped what I was doing and answered the ~~the~~ telephone. It was my friend mary she told me to come over her house right away so I ran over her house ~~east~~ I forgot to lock the front door. Then I realized that I left my gift on the table. I did not turn around. I was worried ~~as~~ all the way to mary's house. When I left mary's house and got back home. I looked on the table and the gift was gone. I called the polisce and told them what happen. They said they would look for my gift. When my mother got home I told her what had happened. The robbers had also taken our Jr set and a lot ~~reses~~ of our fu food.

CONTENT AND ORGANIZATION:
Controlling Idea and Order of Presentation

The paper has no apparent controlling idea. Each paragraph appears to jump to a new topic, only connected by the repetition of the word "friend."

The order of presentation is confusing, shifting from a contrast of "happiness" to "sadness" in the first two paragraphs, to a definition of a "friend" in the third paragraph, to a brief explanation in the fourth paragraph of why the writer values his friends, to an attempt in the final paragraph to appeal to the reader's awareness of similar experiences.

I AM HAPPIEST WHEN I AM WITH MY FRIENDS. MY FRIENDS MEAN SO MUCH TO ME.

I FEEL SAD WHEN I HAVE NO-ONE TO GOOF-OFF WITH. THE SADEST I'VE EVER BEEN WAS WHEN MY BEST FRIEND MOVED TO CANADA.

A FRIEND IS SOME ONE YOU CAN ~~=~~ SHOW A DIFFERENT SIDE OF YOURSELF TO FRIENDS ARE PEOPLE YOU GET ALONG WITH.

MY FRIENDS AND I HAVE SO MUCH FUN, I GUESS THATS WHY THEY MEAN SO MUCH TO ME.

THINK ABOUT THE BEST TIME YOUVE EVER HAD, WASN'T IT WITH A FRIEND?

STYLE: The writer controls language to establish his/her individuality.

- Concrete images and descriptive language
- Easily readable
- Varied sentence patterns
- Appropriate tone for topic, audience and purpose

Imagery or concrete images and descriptive language: A writer uses imagery when he or she uses descriptive language that appeals to the senses of the reader. This type of language enables the reader to "experience" the piece of writing more or less directly. Either concrete images or descriptive language creates word-pictures that enable the reader to share the writer's experience. The writer may use either concrete words or descriptive language.

Readable: "Readable" does not refer to the legibility of the handwriting. Rather, it addresses the ease with which the piece of writing could be read aloud without false starts or backing up and re-reading to "make sense."

Sentence patterns: The pattern of a sentence refers to the grammatical structure, the order of the words and the length. Some of the possible sentence patterns are: simple, compound, complex, subject-first, beginning with a phrase or clause, or beginning with a sentence connective.

Tone: Tone indicates the writer's sensitivity to the purpose of the piece of writing and to the effect the piece of writing should have on the audience. Simply, tone refers to the general mood or emotion brought forth by the piece of writing. Tone may be formal or informal, witty, ironic, sarcastic, humorous, informative, sorrowful, ecstatic...and so on.

STYLE:
Sentence Patterns and Concrete Images

The sentence patterns in this piece are varied in terms of structure, word order and length. Sentence beginnings include subject-first, introductory phrases and clauses ("After pulling on" and "As the sun shone") and sentence connectives (such as "However" and "Then").

Some of the images (underlined) are concrete, appealing to the reader's sense of sight (the dew on the pine needles sparkling like diamonds), hearing (the sounds of the quiet morning, the animals, and the pet dogs) and touch (wearing boots to keep the feet dry).

The happiest time in my life was the time when I was living with my mom, my little brother, my step dad, and my two older step brothers, both in their twenties. I think the reason I liked it so much was because we lived way out in the country in Oconee County. However, the people of Oconee county are very special to me.

There were many ~~saturday~~ summer mornings I awoke at the crack of dawn to feed the small heard of calfs we kept in the pasture. After pulling on my old T-shirt and blue jeans, I would tip-toe quietly down the steps and out the back door. To keep the dew off my feet I would put on a pair of my step brother's fishing boots and head out to the shed where we kept the feed. Every morning, I would pause to view the sunrise. It was always beautiful. As the sun shone on them the drops of dew hanging from the pine needles sparkled like diamonds. Welcoming hollars from the animals would interrupt my daze. Then from different directions came our seven dogs bounding through the tall grass. They would follow me as I fed the yelling calfs.

There was one calf that I particularly

liked. I nick-named her Frisby because she would jump around like a wild bull. I was the only one who could tame her, and it took me a week to get her to drink a bottle.

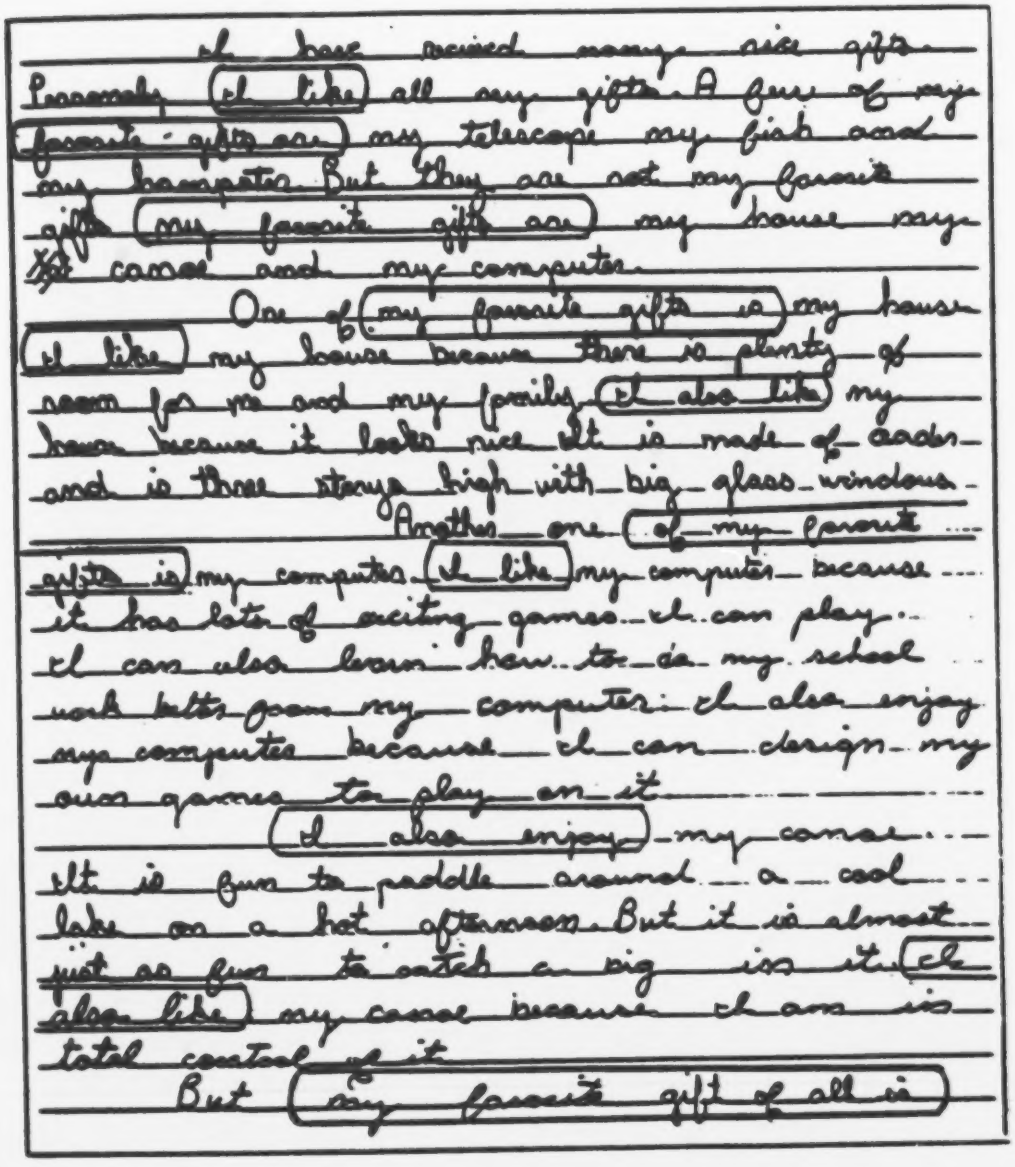
After feeding the calfs, I would feed and water the dogs. My doberman, Whiskey, and one of my chows, Bear, would always fight, so every time they were fed I had to stand there with a board and hit them whenever they started growling. Sometimes when they got really mad, I would just have to let them fight, because I wasn't able to control them.

I really loved those summers working but now I don't live there anymore. Sometimes, I wish I was back at the yellow house taking care of the animals. I know that it will never happen, but I can still dream about it

STYLE:
Sentence Patterns

Very few of the sentences are varied in structure or length. Most of the sentences consist of a monotonous repetition of "I like X," "I enjoy X" and "my favorite gift is X." The repetitions are circled.

The images tend to be vague. Except for the house, the reader cannot really "see" the gifts being described.



I have received many nice gifts. Personally I like all my gifts. A few of my favorite gifts are my telescope my fish and my computer. But they are not my favorite gifts my favorite gifts are my house my camel and my computer.

One of my favorite gifts is my house I like my house because there is plenty of room for me and my family. I also like my house because it looks nice. It is made of cedar and is three storys high with big glass windows.

Another one of my favorite gifts is my computer. I like my computer because it has lots of exciting games I can play. I can also learn how to do my school work better from my computer. I also enjoy my computer because I can design my own games to play on it.

I also enjoy my camel. It is fun to paddle around on a cool lake on a hot afternoon. But it is almost just as fun to watch a big ass sit. I also like my camel because I am in total control of it.

But my favorite gift of all is

my dog Teffey. She is not as big as a house or as useful as a camel and not nearly as smart as my computer. She is also lazy and kind of fat. But she is the best gift I ever recieved because I love her.

SENTENCE FORMATION: The writer forms effective sentences.

- Appropriate end punctuation
- Complete sentences or functional fragments
- Appropriate coordination and/or subordination

End punctuation: End punctuation refers to the use of the period, question mark or exclamation point to mark the end of a sentence. The absence of appropriate end punctuation creates sentence formation errors known as a comma splice or a fused sentence. A comma splice error occurs when two sentences are linked with a comma ("The weather was cold, I wore my dad's jacket"). A fused sentence or run-on error occurs when two sentences are run together without any punctuation.

Fragment or sentence fragment: As the term suggests, a fragment refers to an incomplete sentence which is lacking one or more of its parts but is written as if it were a complete sentence. A fragment may be caused by improper punctuation, as when a writer places a period between a main clause and the subordinate clause ("The happiest time of my life was when we went to Walt Disney World. Because that was our first vacation as a family.") Such a punctuation-based fragment is considered an error in sentence formation. A "functional fragment" is one over which the writer seems to have control, one which is used to create a particular effect ("And when were we leaving? In the morning! Bright and early!").

Coordination: Coordination refers to the connecting of equal grammatical structures to provide equal emphasis. Coordinating elements include (but are not limited to) connectors such as "and," "but" and "or." The semi-colon, used to connect two independent clauses, serves as a signal of coordination.

Subordination: Subordination refers to a method of connecting structures so as to give some structures less emphasis than others. Examples of subordinating connectors are "because," "when," "if," "after," "while," "although," "so that," "who," "which" and "that."

SENTENCE FORMATION:
Coordination and End Puctuation

The coordinating connector is enclosed in a box ☐, and the elements which are connected are circled.

Inappropriate end punctuation (the comma) is noted with ▲. The absence of appropriate punctuation creates run-on sentences.

Note: not all instances of coordination are marked.

Looking back on time I have received many nice gifts but there's one particular gift that comes to mind. I was only about five years old when I received it, but I remember it well.

One night I woke up, and I was very sick, I went into my mothers bedroom and climed into bed with her. My mother and father both woke up so I was in between them. My mother knew I was sick by the look on my face, so she got up and got me a glass of water and took my temperature. She told my father that I had a very high fever. My mother got me dressed while my father called our doctor. My doctor was at the hospital so he told to bring me by and he would have a look at me.

When we arrived at the hospital I felt even worse than when I went into my parents room.

We went into the hospital

and only waited a short time until my doctor came out and took us into an examining room where my temperature, and blood pressure was taken by a nurse as my mother talked to the doctor.

Soon we found out I had a kidney disorder and I was checked into the hospital.

Within a few days I got a roommate. She was an older woman, I'm not really sure why she was in the hospital.

When my mother would go home and change clothes and take a shower the woman would come over to my bed and tell me stories of when she was my age. I liked the woman very much and I was very sad when I had to leave the hospital because I knew I would miss her, although I wanted to see my family.

Two weeks later I got a package in the mail from her. It was a humpty dumpty doll she had made me by hand and a letter saying how much she missed me. The gift wasn't grand but it meant a lot.

SENTENCE FORMATION:
Ineffective Coordination

In an apparent attempt to link sentences and indicate the sequence of events, the writer overuses the connectors "so" and "then" (underlined). While the end punctuation is correct, the repeated use of these two connectors with short sentences creates the effect of rattletogether thoughts.

The happiest time in my life was when I met my best freind Delores. This is how I met her I was walking down the street and she was walking behind me I had a bag in my hand ~~I was~~ something fell out of the bag. So Delores got it up for me. Then we introduce ourself to each other. We Kept on walking until Delores got home. Then we said good by to each other. So I Kept on walking. Then the next day I went over her house. We played games, we went bike riding. So that's how I met her. That was the happiest time in my life.

SENTENCE FORMATION:
Subordination

Subordinate clauses are enclosed in brackets. Subordinating connectors are underlined.

Note: not all instances of subordination are marked.

It was the summer of 1983 [when it all happened] I had been waiting for 3 years to ride the Parasail at the beach. In case you don't know what a parasail is, I'll tell you. It is a parachute that is attached to a vest which has long ropes attached to it. The long ropes are tied onto the back of a boat. The person is strapped into the vest. [When the boat goes at a certain speed] the person and the parachute go up into the air. To ride the Parasail you have to be at least 75 pounds. [If you aren't] and the wind is strong enough, they might not be able to get you down.

For years I had been eating all I could to gain weight. Finally the scale pointed to 76 pounds and my Father said he would allow me to ride. I was so excited I couldn't keep still in the car. When we were driving to the beach. When we arrived, we unpacked our clothes and went directly to the Parasail.

[While I waited my turn to go up] the owners of the Parasail were talking with some people about a girl [who went up] and couldn't get down [because the winds were so high]. They cut the rope that connected her to the boat and watched her drift out over a parking lot and break her leg. (An encouraging thought for a first time parasailer) Finally, they strapped me into the vest and prepared the parachute.

When everything was ready, the boat started forward. I began to rise into the air. It was like a dream come true, I could see the entire city. As the wind whipped through the parachute, I felt a jolt. This was normal because it meant they were going to slow down, dip your feet into the water, and speed up again to make you rise back up into the air. Suddenly I realized I wasn't going down. Needless to say I was frightened. I was sure that I was going to drift out to sea and drown. They (the boat) quickly changed directions and I began to drift downward. They decided against taking me up again because they were afraid I might not come back down.

So you see, I had 3 happy moments all in the same week. Being able to ride, actually riding, and getting back down to land safely!

USAGE: The writer uses standard American English.

- Clear pronoun references
- Correct subject-verb agreement
- Standard form of verbs and nouns
- Correct word choice

Standard American English, standard form: "Standard" refers to careful word choice and to the use of those grammatical conventions agreed upon as the "language of the marketplace." Standard American English avoids the use of slang, jargon, regionalisms, and unacceptable forms except when appropriate to the topic and the audience. Also, standard American English uses the agreed-upon forms for plurals, possessives, subject-and-verb agreement and the formation of verb tenses. Competence and errors in usage can be "heard."

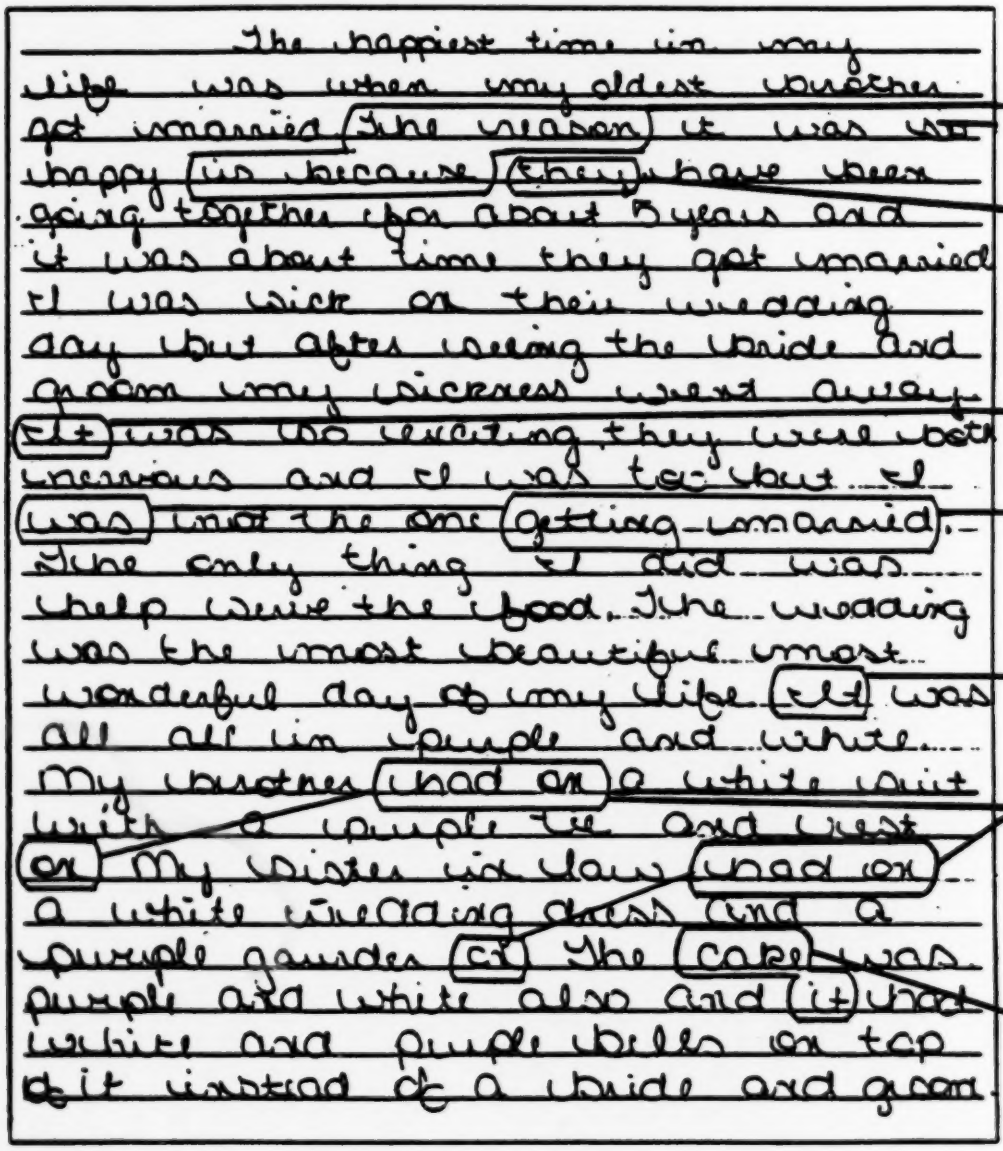
Pronoun reference: Pronoun reference involves the relationship between a single word or group of words (the antecedent) and the pronoun replacement. The meaning of the pronoun should be immediately obvious to avoid confusion. Clarity is achieved through consistency of person and number ("My favorite *sport* is *volley ball*, but I like swimming too. *They* have to be played with teammates...." "They" refers to both sports, while the writer intends a singular reference to volleyball, or "it"). Broad references ("it," "this") can create confusion, particularly when overused.

Word choice: Word choice refers to the writer's use of words which *express his or her ideas clearly* and which demonstrate appropriate usage. For example, word choice includes an awareness of the differences between "a" and "an," "accept" and "except" and "lie" and "lay." Word choice also includes the appropriate forms of adjectives and adverbs, ("the *worst* time in my life," "*really* hard") and correct pronoun case ("My parents gave *my* brother and *me*").

USAGE:
Pronoun Reference, Word Choice, and Standard Form of Verbs

Errors in usage are marked. Corrections are provided in the margin. Correct usage also is identified.

Note: not all instances are marked.



The happiest time in my life was when my oldest brother got married. The reason it was so happy in because they have been going together for about 5 years and it was about time they got married it was sick on their wedding day but after seeing the bride and groom my sickness went away. It was so exciting they were both nervous and it was too. But I was not the one getting married. The only thing I did was help serve the food. The wedding was the most beautiful most wonderful day of my life. It was all all in purple and white. My brothes had on a white suit with a purple tie and vest on. My sister in laws had on a white wedding dress and a purple gaurden. The cake was purple and white also and it had white and purple bells on top of it instead of a bride and groom.

Incorrect word choice. Should appear without "because."

Pronoun reference incorrect. "They" refers to the couple, but only the brother was mentioned.

Pronoun reference is confusing. Refers to wedding, not sickness.

Correct verb formation.

Nearest reference is "day" while pronoun actually refers to the ceremony itself.

Incorrect word choice. Second "on" is unnecessary

Clear pronoun reference.

We had orange wheatbut with lime juice and orange juice and I think some ginger ale. I guess the reality and truly I mean it was the happiest day I was because my brother couldn't have married anyone nicer. My brother and sister in law are the most happiest couple I have ever met.

Pronoun reference is vague. "We" probably refers to guests, but they haven't been mentioned.

Word choice is inappropriate.

Incorrect word choice. "Most" is unnecessary.

Correct verb tense.

USAGE:
Standard Form of Verbs and Word Choice

Errors in verb form and word choice are identified. Corrections are provided in the margin. Instances of correct usage also are noted.

Note: Not all instances are marked.

The most happiest time of my life was when I had won the Spelling Bee for my school. I was 10 years old in the 5th grade the year I won the Spelling Bee. One reason I consider this the happiest time of my life is the fact that I felt good about myself. I was very nervous on that day, but somewhat confident. Another reason is this gave me a chance to show my ability in spelling words.

After winning the Spelling Bee at my school I went to the County wide Spelling Bee at Albany Junior College where I represented my school. I was nervous and afraid that I would miss the first word called to me. I felt like a porcupine in a balloon factory. When it come time for me to spell I was not nervous. I was only saying to myself do your best and if you do your best you cannot fail. As I approached the stand I was very scared and trembling. But as soon as I spelled my first word I felt more confident and less afraid.

Over and over I spelled a word pronouncing my words carefully. Soon there were only two people left spelling. Me and a boy who's name I have not known. It was like a battle I would spell a word and he'd spell a word

Incorrect word choice: "most" unnecessary

Incorrect verb form. Should appear without "had."

Correct word choice

Correct word choice

Correct verb forms

Incorrect word choice. This error can be heard. Should appear "do" and "fail."

Incorrect word choice. Should appear "I trembled because I was scared" or "and I trembled."

Incorrect verb form. Should appear "I did not know."

It seemed like it would never end. I hate finally misspelled the word "conquest." I knew then I would have to spell it correctly in order to win. So when the word was given to me I spelled it correctly.

After I had spelled "conquest" I was given another word to spell. The word was "assassin." At first I could not seem to remember how to spell the word. Then I remembered seeing this word in the newspaper. I started to spell it very slowly one letter after the next. I spelled the word correctly and I won. This was a very exciting moment for me. Mainly because I did my best and I have confidence in myself. I was very proud and happy that I had won. I knew I... could do it and not fail. I was so happy it almost made me cry.

After the Spelling Bee was over with I shook the hand of my opponent, and I told him he did a great job. And I also found out doing my very best in whatever I do makes me very proud. This is why the happiest time of my life was winning the Spelling Bee by being the best I can be.

Correct verb form

Pronoun reference is not clear

Verb form should appear "shook."

MECHANICS:
Formatting, Spelling and Capitalization

Errors in spelling and capitalization are noted. Corrections are provided in the margin.

Formatting is marked with arrows (→). Separating paragraphs by skipping lines is not standard form in a paper. At best, the skipped lines are unnecessary. The paragraph beginnings show minimal indentation, particularly when compared to the occasional indentation of subsequent lines. Spacing between words is appropriate.

Note: Not all instances are marked

→The happiest time of my life was when all
of my family and I lived in (C)olorado (we)
always had things to do like go ice-skating or
go for walks in the park (T)hier was never a dull
moment. (My) dad had a good job. (We) had
lots of friends and almost every winter
it would snow it would snow so much
that it would cover up our front door. so we
had to make tunnels so that we could get out
and go to school

→

→At the schools in Colorado you could go out
→side a lot. like when it snowed you could go
→out and play in it. Or on pretty days the teachers
→would give you an extra 30 minutes to play
→outside. But only if you were good and paid
→attention in class.

They always let you earn free homework
slips and also they allowed you to get water
any time you needed it or wanted it. we had
special schedules for using the bathroom.

→We always got a week out for (S)pring break
Sometimes it was only three days

Lack of capitalization is noted by circling letters.

Misspelled words are underlined.

Incorrect use of possessive form "their" for "there" has to be seen to be identified.

(Note: This error would be evaluated in Sentence Formation. It is not counted again as a capitalization error.)

Does not appear from the height of the letters (see |)that the proper noun begins with a capital "C."

(This error would be accounted for in Sentence Formation. The error is not counted again.)

Seasons are not capitalized.

But we always had fun.

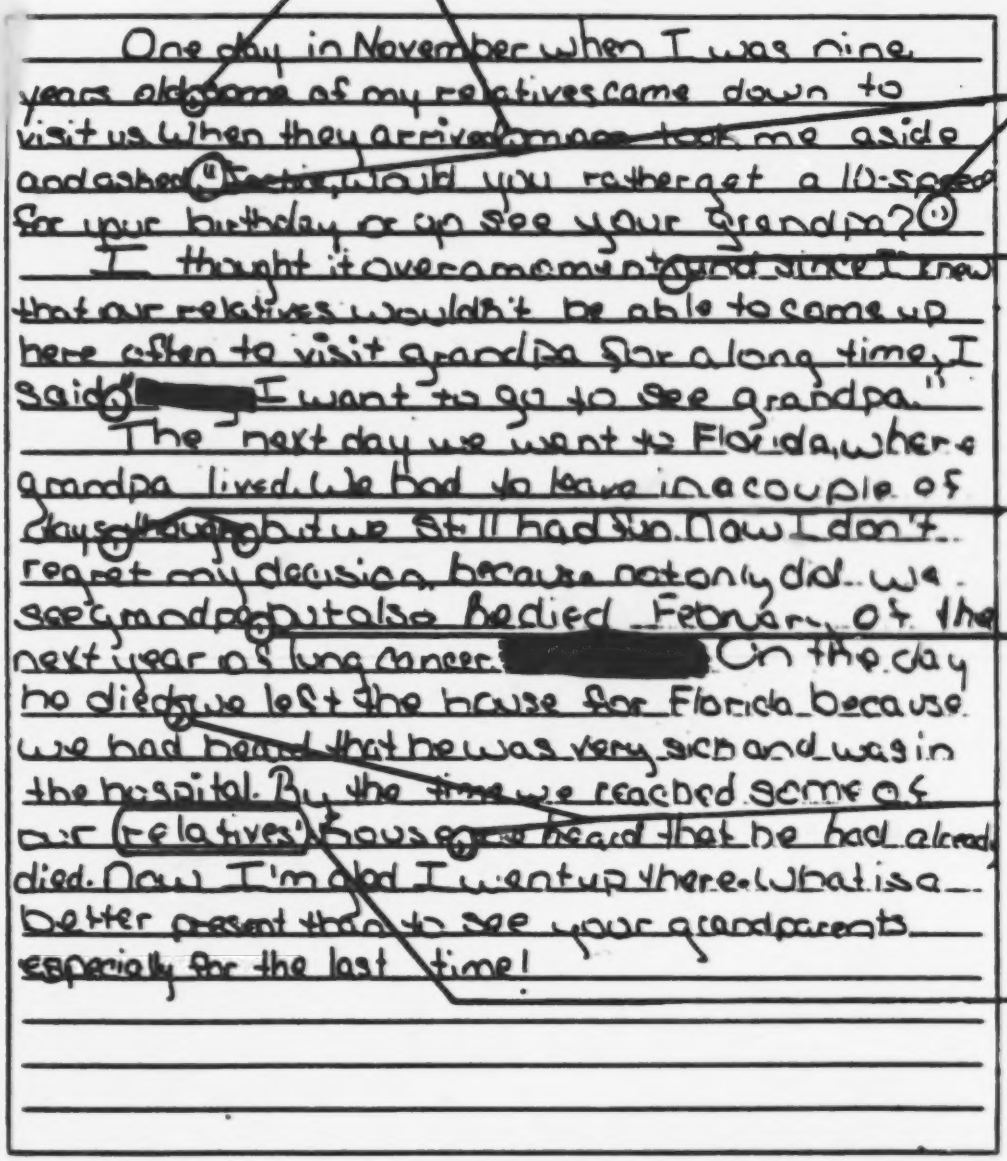
But we also had alot of work to do ot mostly depended upon what level you were in as to how much work you where assigned to do for that day.

On Wednesdays I've had freetime. you could listen to records, or watch films. or either you could just take a nap. But just the same that was the happiest time of my life.

Day of week correctly capitalized.

MECHANICS:
Internal Punctuation

Correct internal punctuation is marked. Incorrect internal punctuation also is noted and corrections are provided in the margin.



One day in November when I was nine years old some of my relatives came down to visit us. When they arrived one of them took me aside and asked, "Jessica, would you rather get a 10-speed for your birthday or go see your grandpa?"

I thought it over a moment and since I knew that our relatives wouldn't be able to come up here often to visit grandpa for a long time, I said, "[redacted] I want to go to see grandpa."

The next day we went to Florida, where grandpa lived. We had to leave in a couple of days but we still had fun. Now I don't regret my decision because not only did we see grandpa but also he died February of the next year of lung cancer. [redacted] On the day he died we left the house for Florida because we had heard that he was very sick and was in the hospital. By the time we reached some of our relatives' house we heard that he had already died. Now I'm glad I went up there. What is a better present than to see your grandparents especially for the last time!

Correct use of comma after introductory clauses.

Correct use of comma and quotations marks in punctuation of dialogue.

Correct use of commas to separate independent clauses.

First comma is inappropriate. Second comma is correct.

Correct use of commas to set off the use of "not only...but also."

Comma correctly used after introductory clauses.

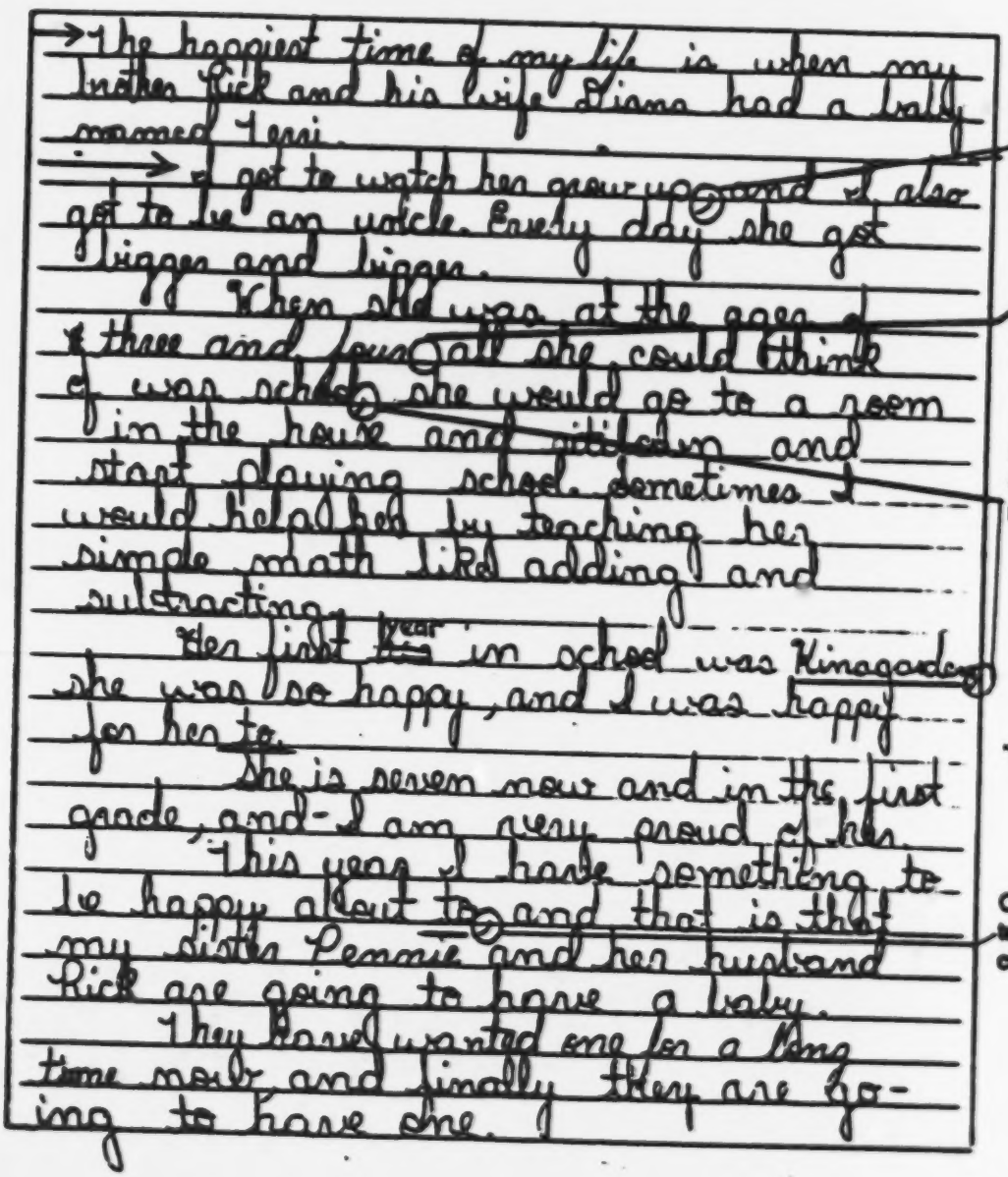
Correct plural possessive form.

MECHANICS:
Formatting, Spelling and Internal Punctuation

Spelling errors are underlined.

Both errors and correct instances of internal punctuation are noted. Corrections are provided in the margin.

In terms of formatting, (see →) the indentation of the beginning of paragraphs is inconsistent, ranging from half an inch to almost two inches. The left hand margin is uneven. Also, many of the paragraphs are one sentence "nonparagraphs."



→The happiest time of my life is when my
brother Rick and his wife Diana had a baby
named Terri.
→I got to watch her grow up and I also
got to be an uncle. Every day she got
bigger and bigger.
When she was at the age of
three and four all she could think
of was school she would go to a room
in the house and sit down and
start playing school. Sometimes I
would help her by teaching her
simple math like adding and
subtracting.
Her first year in school was Kinagarden
she was so happy, and I was happy
for her to.
She is seven now and in the first
grade, and I am very proud of her.
This year I have something to
be happy about too and that is that
my sister Pennie and her husband
Rick are going to have a baby.
They have wanted one for a long
time now and finally they are go-
ing to have one.

Comma correctly used to separate clauses joined by "and"

Comma missing after introductory clause

(Sentence Formation errors, not internal punctuation errors.)

"to" for "too"

Comma correctly used to separate main clauses.

[redacted] Rick wants to have a little boy, and so do I. my sister Pennie says she just wants to have a healthy baby.

My neice and my nephew are the happiest thing in my life and I will spend alot of time with both of them, and this time I spend with them will be the happiest time of my life.

(Another Sentence Formation error. Not counted again as a punctuation error.)

Guidelines for Scoring

1. Leave your personal grading standards at home. Put away any preconceived ideas you might have as to what ought to be expected of a student at this age or grade level. Rate each paper only for the five dimensions defined in this Manual, only for the components outlined for each dimension, and only on the four-point scale given you.

2. Remember throughout training and scoring that you are to operate from a "competence perspective"-- *not an "error perspective."* This means that in order to rate a paper accurately, you must read it looking for a *demonstration of competence* in each dimension based on the components listed. To "count errors" as you read will often cause you to make mistakes in judgment. Rather, you should be continually asking yourself as you read, "Has this writer demonstrated his or her competence in this dimension, and, if so, how well?" The model papers will serve as your guide for defining this competence.

3. Don't confuse the appearance of the paper with competence. Assign a score based on each dimension-- *not* on the length, neatness, or legibility of the paper.

4. Keep in mind that you are scoring the writing sample, not the writer. Your subjective response ("I like this kid," "I find this topic boring," "I agree with what the writer is saying," "I wish the writer had not shared this information with me") is to be kept separate from the scores you assign.

5. Remember that the scale contains four points and four points only. A paper cannot receive a score of "0" or "5." Review the model papers and their annotations periodically to avoid redefining the scale because of the papers you have read.

6. If the writer provided a title at the beginning of the essay, you should *not* consider that a part of the text you are scoring.

7. Keep in mind the distinction between copying/proofreading errors--such as omitted words or phrases and duplicated words--and errors in usage and mechanics.

8. Papers that cannot be assigned a rating of "1" to "4" are discussed in the scoring portion of this manual under "Non Scorable Paper Codes."

Suggestions for Keeping the Dimensions Separate

Content/Organization: Read the paper looking for evidence of a stated or implied controlling idea (not necessarily a thesis statement or statement of purpose); for development through the use of explanation, detail, and/or example; and for an organizational plan that is easy to follow.

Style: Read for evidence of individuality. Does there seem to be a definite *personality* behind the words? Does the writer appeal to any of your five senses? Can you see any *pictures* or *scenes* as you read?

Sentence Formation: Read for competence at the sentence level.

Usage: Read for demonstration of competence and/or the presence of usage errors you would *hear* if the paper were read aloud to you.

Mechanics: Read for demonstration of competence and/or the presence of errors you would notice only if you *saw* the paper.

Model Papers

On the following pages you will find the first six training papers, which are referred to as *Model Papers*. Following each model paper is a set of scores and rationale statements for each of the scoring dimensions for that Model Paper. The rationale statements or annotations explain why the scores assigned to that paper are correct. These six Model Papers illustrate and define the precise meaning of each score point on each dimension. Studying these papers with their accompanying annotations will give the reader valuable insights into the meaning of the scoring scale.

Following these Model Papers is a section that includes Non Scorable Paper (NSP) codes and examples of papers that have been given these codes. An NSP is a paper that cannot be scored using the scoring criteria because of some anomaly (e.g. an off-topic paper, an illegible paper, etc:). The final section in this manual contains a Glossary of terms used throughout this manual.

Model Paper - 1 Page 1

The Best Gift I Ever Got

It all started on day in school with on Valentines Day I was walking by the office at Wightman High And in the window with this beautiful big red rose. I stood there with some friends talking about them flowers and wondering who they were and wishing I would get some just like them. I tell you they were so beautiful and had a sweet big ballon tied to the flowers with there words on it. I Have the key to My Heart. how Sweet. I thought to myself And then the bell rang and went went to Mrs Trimble room she teached 7th And Mr. Mosley on the intercom and Mrs Trimble is Step Mom in your class she said yes sir would you tell her to come by the office at lunch time. All during her class I wondering what could he want with me. I was scared. And then finlly lunchtime I took my time walking over to the Office. I took the long way And

I finally got to the main office door. And Mr. Mosley called me back to his office. He said this flowers are pretty. I said yes they are and it was the same man I was wishing they were mine. I said who's are they and he said some girl named Hope I said oh what's her last name he said why don't you open the card and see. I just looked at him. He said go ahead. And inside the card it said to Hope from Lex. always Tommy. He said you can pick them up after school I went and told all my friends They were mad at me because I got flowers and they didn't. I walked home so I could show everybody my flowers that Tommy sent to me I was happy all day long

Annotation **Model Paper 1** **Grade 8**

Content/Organization (4)

The controlling idea is clearly implied. Support is ordered around an anticipation--fulfillment sequence of events. Some of the detail is not directly relevant. The paper has a sense of completeness.

Style (3)

Individuality is evident, especially in the sense of anticipation and pleasure and the detail of the conversation in the office. Sentence variety is minimal. In parts, the paper is not easily readable.

Sentence Formation (2)

Paper demonstrates little control in several sentences. However, while many sentences are run together, others are correct. "And" is over-used to coordinate elements.

Usage (2)

Usage errors include pronoun agreement, verb form and word choice ("were this beautiful big red roses," "them flowers," "she teached"). Competence includes clear pronoun reference and many instances of correct nouns and verbs.

Mechanics (1)

Formatting (lack of paragraphing), failure to punctuate the dialogue and lack of commas are major problems. Several words are misspelled, although a few may be proofreading errors.

Domain ratings are enclosed in parentheses.

The best gift I ever got was a set of three things. The first thing was the getting of my first computer. It was given to me on the Christmas of 1985. It was a Commodore 64. I received it with some additional things like a printer, monitor, & data cassette. All these things look up to my computer. So now my computer does all sorts of things. Too just say parents gave all this stuff to me. Everybody, that includes grandparents, relatives, & friends, helped to pay for it. My grandmother & grandfather are probably the ones who paid for most of it. Now the second part. During the Winter holidays of the same year we went to Pennsylvania to visit my grandparents. We hardly ever see them. So we go during half of Summer vacation. But we didn't go that year, so we went there for Christmas. The third thing was that during that time, in school I was taking a computer class for that particular six weeks. Which helped me to understand my computer even more. So getting a computer, taking a computer class, & seeing my grandmother are the three things I look at these things as my whole three gift. That's got to be the best gift I ever received.

Annotation **Model Paper 2** **Grade 8**

Content/Organization (2)

While a controlling idea is stated, it is not clear and leads to problems in organization and development. The paper is an unsuccessful attempt to force the development of "3 things." Some support is evident. The order of presentation is confusing.

Style (2)

Most of the language is purely functional, not descriptive. There is an occasional glimpse of individuality. Sentence variety is minimal.

Sentence Formation (3)

Generally, sentences are correctly constructed and punctuated. The paper contains one, possibly two fragments: the appearance of "time, in school" makes evaluation difficult. Skill in coordination and subordination is not demonstrated.

Usage (3)

Many components are demonstrated. Word choice is a major weakness ("I got," "a set of three things," "Everybody, that includes," "the getting of" and the repetition of "things").

Mechanics (3)

Problems with capitalization and spelling are minor. Formatting is weak, both in terms of the erratic left-hand margin and lack of paragraphing. Internal punctuation is generally correct.

Domain ratings are enclosed in parentheses.

Well, it all started about when I was 5 years old. I had always wanted a 3-wheeler. So they bought me one. I was so happy about this. About two years later they sold it. I am 14 years old know. About three or for weeks ago they bought me another one. I was happier then, then I was when I was five. I had been dreaming of a 3-wheeler sence I was five, and I finily got one. See, I had told my parents. Mom, my motorcycle isn't worth anything. It wont even climb the hills at the sanddombs. I need a 3-wheeler bad." So my dad told me that he would try to find me one. About three weeks after he found me one. That weekend I was riding up and down the sand. Now every day my sister ask me if she could ride it. My mom calls me "A Sweet Brother" when I let her. I've had lots of fun eversence then.

Annotation **Model Paper 3** **Grade 8**

Content/Organization (1)

The controlling idea is barely discernible. Contrast and chronological organization are unsuccessful. Transitions are confusing. Support is relevant but inadequate, with information gaps. The final sentence fails to achieve completeness.

Style (2)

The paper contains glimmers of individuality in the use of dialogue. The paper is not easily readable throughout due to abrupt time shifts. Sentence variety is minimal, with heavy reliance on simple sentences.

Sentence Formation (2)

Sentences are appropriately punctuated but ineffective. Subordination and coordination are simplistic. The proportion of effective to ineffective sentences is inadequate, given the shortness of the paper. The paper is a low 2.

Usage (2)

The paper is a high two. Some components are demonstrated in a limited fashion. There are two verb errors: "sister ask me if she could ride." Other verb forms are correct. Word choice (oral forms, "well" and "see") is inappropriate.

Mechanics (2)

The paper contains a number of misspellings of common words and a few errors in capitalization not attributable to handwriting. Competence in internal punctuation is demonstrated.

Domain ratings are enclosed in parentheses.

The Happiest Time of My Life

The happiest time of my life was the summer of 1985. An old friend of mine named Michael Reynolds moved into my neighborhood. We would get together and talk maybe once a week at first. Then after a while, we were so comfortable together that we would spend hours each day just sitting outside on the corner of my street talking.

I was always happy talking to him because he is a very amazing person. My life had been incredibly dull until he came along and taught me to live every day as if it were my last and the next as if it were my first. He made me notice the little things that were always there but I had never noticed them. Like the sky and a sunset. We would watch a sunset every day and I could never get over the beauty of it. He showed ~~me~~ me the pictures you could see in clouds and even in the sand! Beautiful pictures, they were.

Sure, we did all the crazy things kids do, but there were serious times too.

Model Paper - 4 Page 2

We would talk about some of the most embarrassing subjects that I wouldn't dream of discussing with any one else We were best friends and we shared the beauty of life together for just one seminal. Now, he is gone, but I am grateful for the time we had together. It was the happiest time of my life.

Annotation **Model Paper 4** **Grade 8**

Content/Organization (4)

The controlling idea is clear. The support is balanced, relevant and developed, with a variety of examples (appreciation of the little things, the serious conversations). The paper has a sense of completeness.

Style (4)

The controlled, conversational language is effective and descriptive. The paper is easily readable. Sentence patterns are varied. Nostalgic tone is captured.

Sentence Formation (4)

End punctuation is appropriate. Almost all sentences are complete; the single fragment is functional. Subordination and coordination are handled with skill.

Usage (4)

All components are demonstrated consistently.

Mechanics (4)

The paper contains minor problems with spelling and internal punctuation. Overall, competence in all components is demonstrated.

Domain ratings are enclosed in parentheses.

The best gift I ever received was when I got My first staraw when I got it I had to get someone to get it hock up for me because I did not wanted it to be Miss up. So I got My dad to hock it up for Me. I got a record player to with it but it does work so I just glad that I got the staraw and two spear that go's with it. The two spear looks like there about 5 ½ 7 with two spears in each spear box. I have on the staraw I have bass boster contor and a sweach that has a shordes in it how I naw it has a Shordes I can touch it and My spear will go out and I will get like a Poping sound in My spear and that naw I naw I have a shordes in My

Spear. My Storw is Brown
with FM And AM storow.
I have on it Tape Player
And a record Player And
Some other swearch that
I cant thank of now.
I thank it is about
a 100 works storw

Annotation **Model Paper 5** **Grade 8**

Content/Organization (2)

While a topic is clear, a controlling idea is not clearly established. Supporting information is present but not always relevant or appropriately grouped.

Style (1)

The paper is not easily readable. The language is functional and the tone is flat. Sentence patterns are not varied.

Sentence Formation (1)

The paper contains many instances of fragments, run-ons and run-together sentences.

Usage (1)

The paper contains errors in word choice, verb formation and subject-verb agreement. Pronoun reference is not clear.

Mechanics (1)

Formatting and internal punctuation are weak. So many words are misspelled that evidence of competence in other components is diminished.

Domain ratings are enclosed in parentheses.

Model Paper - 6 Page 1

The Best Gift I ever Recieved was A skate Board.

It was on October 24 of 1995 It was My Birthday.

I had been wanting A skate board for A long time.

My mom sad they where to expensive, But I Realy wanted one. she still said no.

I Begged and Begged for About A week. 2 weeks Before my Birth day she still sad NO!!!

She said if I ask Her one more time for it I would not get Any thing.

I went on Begging, Hey!! she said I would not get Any thing But Aparddelig if I did not shut up! I stayed out for About A week!

I knew something was going on when I noticed Her & my dad whispering I stayed quite for The longest of time.

The day Before my Birthday I Acted As If I was sad. my mom ignored me. I went around All day mopping around the House.

That night I went to bed I thought All right about Askate Board and How nice they were still I had Adream about getting Hurt Ridding it.

I was Just about out of getting Ashate Board But I could not Think of Any thing Else I could get.

The next morning on my Birth day I woke up and went down Stars and saw what! ASKAteboard I could not Believe my eyes But It was TRUE! it was A Vision GAtor the most skateBoard ever made I went out side to ride I Rod All day That was the Best gift I ever Recived

Annotation **Model Paper 6** **Grade 8**

Content/Organization (3)

While the paper's appearance interferes with rating, the controlling idea is both reasonably clear and developed. Some of the support is a list of events rather than development. The sequential order is clear. The paper has a sense of completeness.

Style (3)

Images of the writer-parent interaction are clear although the language is not descriptive. The conversational language is appropriate. Sentence patterns are reasonably varied. Tone is appropriate and effective. Overall, the paper is not easily readable.

Sentence Formation (2)

End punctuation marks are not used systematically. While many sentences are complete, only a few end with the correct punctuation. There is some evidence of subordination. Paper contains some fragments.

Usage (3)

The writer's command of many usage concepts is reasonable. There are verb tense and agreement errors, but most verb forms are correct. Referents for "it" are not always clear. Word choice is appropriate.

Mechanics (1)

Formatting is weak. The paper has internal punctuation problems, especially the "dots." Words are misspelled. Capitalization is arbitrary.

Domain ratings are enclosed in parentheses.

Coding Non Scorable Papers

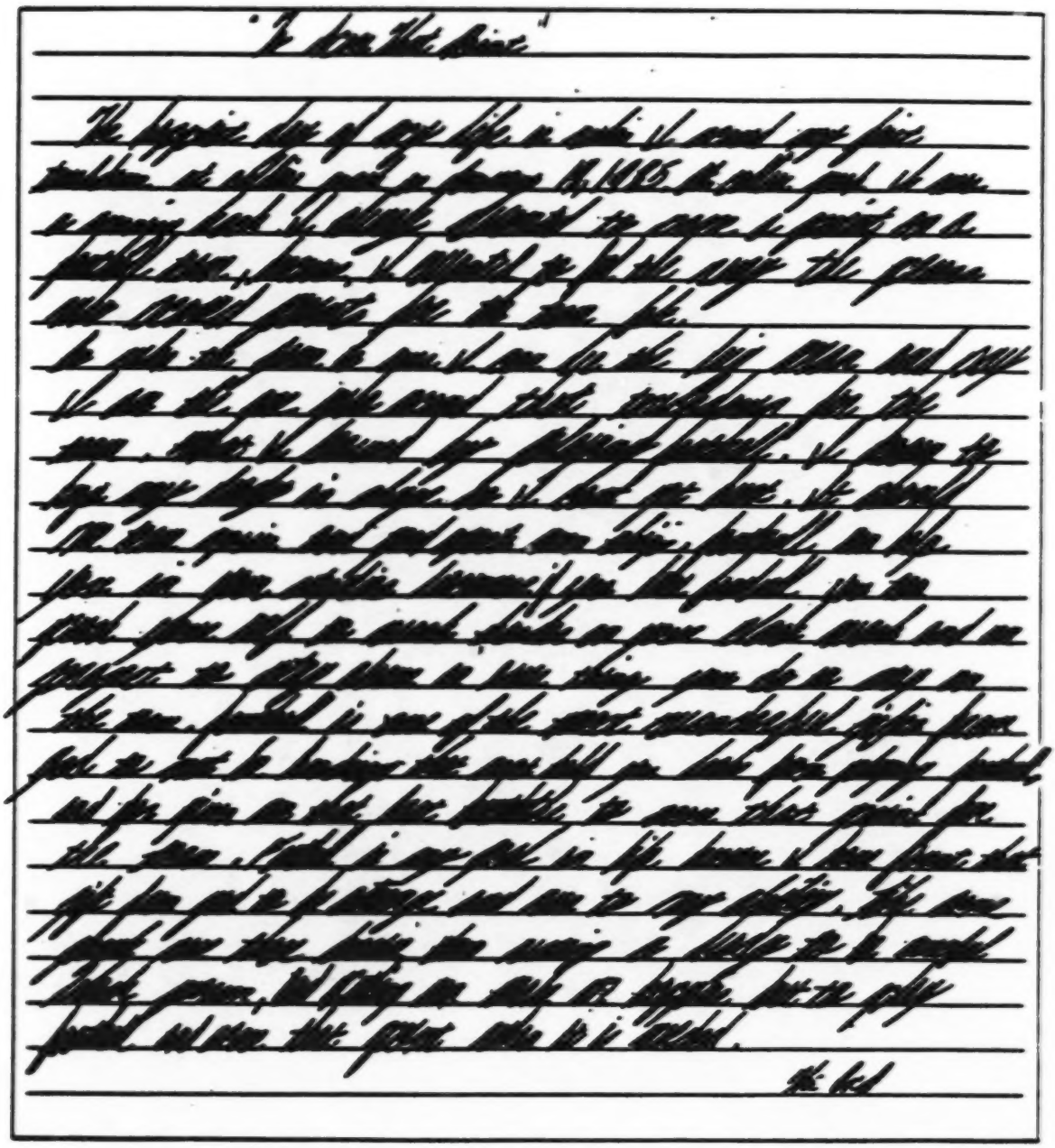
The following codes are to be assigned to papers which cannot be assigned a rating of 1 through 4. Definitions of the codes are provided below followed by example papers illustrating the codes.

Code	Definition
A	**Blank** Assign to any paper which is completely blank. Be sure to check the front and back page.
B	**Too Short** Assign to any paper containing too little information for determining appropriate scores. Such responses include a single word, phrase, line, or sentence and may include responses of a few lines. Given the variability of handwriting and content, no exact number of lines can be specified. (Examples of short papers with enough information to be scored are included in the training papers.)
C	**Non English** Assign to any paper written in a foreign language.
E	**Illegible** Before assigning the code make a reasonable attempt to recognize enough words to use them as a basis for figuring out what the other words are.
F	**Incomprehensible** Read the paper in its entirety before assigning this code. Do not confuse spelling errors with incomprehensibility. An incomprehensible paper may contain few recognizable English words, or it may contain recognizable English words arranged in such a way that no meaning is conveyed.
G	**Off Topic** Familiarize yourself with the assigned topic. Consider that the paper may be a variation on the topic. [Example of a scorable variation of the topic "your favorite holiday:" "I don't have a favorite holiday and here's why." Examples of scorable variations on the topic "the biggest problem you had with someone:" "My problem is with the people who made up this test," or "My best friend has this really bad problem with his mother."] Addressing some aspect of the topic is acceptable. For example, it is possible to write about "what you think your future will be like" as if the future has already arrived: "I am a successful lawyer...."
H	**Off Task** This code applies to responses that are not on the task of writing a Basic Skills Writing Test. Off Task responses include: copying from the test directions or test booklet or from some material in the testing area; writing a response consisting solely of a message to the rater ("I won't complete this stupid test," or "I have passed this thing already but Mr. Jones won't believe me.") Off Task responses also include inappropriate types of writing such as poetry and rap.

Non Scorable Paper Code B:
Too Short

The Happiest time of my was going to FloRIDA. we rode in cars, boats, and trains. every night they showed us.

Non Scorable Paper Code E:
Illegible



Non Scorable Paper Code F:
Incomprehensible

The happiest time of my life The happiest time of my life is about that I could want to be part of the time in thinking how happy my life was caused for some for finding and understanding something that was a happier time of myself. Or I can get some information about being the same kind of that particular day. Or I might just make some of the time when my life can always last thought of doing something that is special or my own. But thinking about doing a little something that is funner I can have the best time of all it will be.

Non Scorable Paper Code F:
Incomprehensible

May be I will lunch time So happy But my life is Don't happy Because my mother is job and long time also my mother is ~~job~~ ~~good~~ Don't small But I like my mother School. Come back home I'm Study hard and. Seelping. So happy when. I. had time Don't rember my family is got many money Because my life ~~is~~ don't. difficent.

I was so happy night 'njoy* Because watch and anything eat and my mother Seelping. My home is ant. in my home life many person But I like. my home ~~and my home~~ is. upstairs ~~my home~~ my Don't grand mother is good Cookist. I'm Said How make of the food grand mather answen to ~~them~~ grand mather So Don't wairy about me every. time.

I think How banati I make in my life But my this one best happy I got many Boyfriend So I'm happy and seen. I will fost be another Boyfriend. meet him.

Non Scorable Paper Code G:
Off Topic
(Topic tested was "happiest time")

Jogging is a sport you can do in most weather. Jogging is fun and also hard, depending on the way you jog. You can jog almost anywhere except in crowded cities where there is alot of cars and people in your way.

When you jog you need to dress in the right clothing, depending on the weather, because the weather can effect you and the way you jog.

When you jog you should not wear warm clothes on a hot day, because that could cause more chances of getting a heat stroke, and your breathing isn't that good.

You should wear thin clothes on a hot because that allows more air to get to your body and keeps you kool and it is more confortable ~~that~~ On a cold day you shouldn't wear thin clothes, because that slows your body to stiffen and get cold, your body slows down, your feet and the rest of the body gets sore quicker.

You should wear warm clothes because it keeps your body warm and your energy is conserved better, and it keeps your body loose and you won't get sore as fast.

~~and~~ Before you go jogging, go outside and check the weather and put on the right clothing and it will make a safe and confortable jog.

Non Scorable Paper Code G:
Off Topic
(Topic tested was "happiest time")

Things that are needed in Our School

In our school we need more time to get to class, because people have to stop and use the restroom or either they just kept after class by another teacher. By the time you reach your class last thing your suppose to be in the tardy bell has rung and you will get in trouble. We also need more lockers because most of the old ones are broke and can't be used and you have to share with someone else. People can go in your locker and steal your things. Desks are something that we really need. People write all over the desks and put holes in them, therefore when you write on the desk it will mess up your paper. Another thing is the windows. It will be very hot and the windows will not let out. Some of them are broken. They really need to be fixed. Teachers need to cut down on homework. Everyday there is a different assignment. Some teachers want you to take up an activity or sport but you don't have time trying to get your homework. People need to learn how to get along with other people. Day after day someone is fighting or fussing. One last thing we should go on at least 2 trips out of a year.

We should go with our whole grade. the reason I think that we don't go anywhere is because of the students behavior. Every week someone is in ISS, OSS, or either detention. I think that's good not to go because of this, but we can learn. We really do need a lot of things in our school, and we also need to learn how to respect good people.

Non Scorable Paper Code H:
Off Task
(Response has been copied from another source)

The Mysterious Practice of Acupuncture
Acupuncture is a method of relieving pain and treating disease by inserting needles into various parts of the body. The ancient Chines originated the procedure, and since its first Practice some 4,000 years ago, it has been experimented with all over the globe. Many theories have been used to explain how and why acupuncture works. Today doctors are still uncertain as to exactly how it works. Even though acupuncture is still something of a mystery, it is being studied by scientists and doctors and use successfully. The history of acupuncture began in China. Legend says that more than 3,600 years ago, a chinese emperor noticed that soldiers who received arrow wounds in one part of the body often had pain or illness in another part of the body cured. The fist published repart of ~~the body~~ acupuncture being used to relieve pain date back to 500 B.C. Chinese doctors worked out a theory to explain how acupuncture relieves pain and cures illness by correcting a poor balance of spirits Yin and blood Yang. Chinese doctors identified about 350 points on the body into which needles can

The mysterious Practice of Acupuncture

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Non Scorable Paper Code H:
Off Task
(Response is a message to the raters)

The happiest time in my life has
yet to come, although it hasn't happen-
ed I know what it's going to be. Since
it's within a month and I'll be taking the
test again in the tenth grade, and considering
that I'll probly get the same topic I'll
write about what happened then and not now,
after all I can't predict the future.

Non Scorable Paper Code H:
Off Task
(Response has been copied from the test materials)

This is a test to find out how well you write on an assigned topic in the time periods or allowed The test has four time periods parts. Read the directions for each of these four parts carefully. if you finish any of the parts early, you many go on to the next part. But you will Be reminded of the time for each part Notice that you have two pages of lined space in this answer folder on which to write your final draft. keep in mind as you plan and write that your final copy must fit into this space. your paper will Be read By persons like your teachers and scored on how well you express your ideas

When you finish writing your paper

GLOSSARY

Component - A component is one of the list of aspects to be considered within a particular dimension. A complete listing of all the scoring dimensions and the components for each dimension appears on the sheet titled "Georgia Basic Skills Writing Test: Scoring Dimensions, Definitions, and Components." For example, "clear pronoun reference" is a component of the dimension "Usage." When you are deciding on your rating for "Usage" on a student paper, you would look for demonstrated competence in pronoun reference, along with competence in the other components of that dimension.

Controlling idea - The controlling idea of a piece of writing is not the same as the written "thesis statement," although the controlling idea may be expressed in the form of such a statement. The controlling idea may be either stated or implied; if stated, it may appear toward the beginning or toward the end of the piece of writing, or even inserted in the middle of the text. It may be stated in several sentences. The controlling idea may be apparent to the reader even though there is no direct "thesis statement." The writer may present a written thesis statement, but the actual controlling idea may differ somewhat from the statement. To determine the controlling idea of a piece, ask yourself, "If I had to sum up this piece of writing in one brief sentence, what would that sentence be?"

Coordination - Refers to the connecting of equal grammatical structures to provide equal emphasis. Coordinating elements include (but are not limited to) connectors such as "and," "but," and "or." The semi-colon, used to connect two independent clauses, serves as a signal of coordination.

Dimension or **Domain** - The Georgia Department of Education has identified several basic qualities in any piece of effective writing, regardless of the topic or type (narrative, expository). The qualities are: Content and Organization, Style, Sentence Formation, Usage and Mechanics. Each of these is referred to as a *dimension* or *domain* of writing.

End punctuation - Refers to the use of the period, question mark, or exclamation point to mark the end of a sentence. The absence of appropriate end punctuation creates sentence formation errors known as a comma splice error or a fused sentence. A comma splice error occurs when two sentences are linked with a comma ("The weather was cold, I wore my dad's jacket"). A fused sentence or run-on error occurs when two sentences are run together without any punctuation.

Formatting - Refers to the layout of the piece of writing on the page--margins, paragraph indentation, spacing between words and spacing between sentences. Writers and readers have agreed on certain spatial conventions for clarity and ease of reading, and words are placed on the page in accordance with these conventions. Formatting also refers to the appropriate grouping of related information into paragraphs.

Fragment or **Sentence fragment** - As the term suggests, a fragment refers to an incomplete sentence which is lacking one or more of its parts but is written as if it were a complete sentence. A fragment may be caused by improper punctuation, as when a writer places a period between a main clause and the subordinate clause ("The happiest time of my life was when we went to Walt Disney World. Because that was our first vacation as a family."). Such a punctuation-based fragment is considered an error in sentence formation. A "functional fragment" is one over which the writer seems to have control, one which is used to create a particular effect ("And when were we leaving? In the morning! Bright and early!").

Imagery or **Concrete images** - A writer uses imagery when he or she uses descriptive language that appeals to the senses of the reader. This type of language enables the reader to "experience" the piece of writing more or less directly.

Internal punctuation - As opposed to "end punctuation," internal punctuation appears within a sentence: for example, quotation marks and commas in dialogue; commas between words in a series; commas after introductory clauses and phrases; commas setting off nonrestrictive elements; commas after transition words. Such errors have to be "seen" to be noted.

Order of presentation - A piece of writing may be ordered or organized in many different ways: chronological, a listing of ideas related to the topic, a series of examples illustrating the controlling idea, a comparison or contrast, identification of a problem followed by a proposed solution, a generalization followed by a narrative illustration of the generalization. These are but a few of the possible orders. In an effective piece of writing, the order of presentation is appropriate to the controlling idea.

Pronoun reference - Pronoun reference involves the relationship between a single word or group of words (the antecedent) and the pronoun replacement. The meaning of the pronoun should be immediately obvious to avoid confusion. Clarity is achieved through consistency of person and number ("My favorite *sport* is *volleyball*, but I like swimming too. *They have to be played with teammates...*" *"They" refers to both sports*, while the writer intends a singular reference to volleyball, or "it." Broad references ("it," "this") can create confusion, particularly when overused.

Readable - "Readable" does not refer to the legibility of the handwriting. Rather, it addresses the ease with which the piece of writing could be read aloud without false starts or backing up and re-reading to "make sense."

Sentence patterns - The pattern of a sentence refers to the grammatical structure, the order of the words, and the length. Some of the possible sentence patterns are: simple, compound, complex, subject-first, beginning with a phrase or clause, or beginning with a sentence connective.

Standard American English, standard form - "Standard" refers to careful word choice and to the use of those grammatical conventions agreed upon as the "language of the marketplace." Standard American English avoids the use of slang, jargon, regionalisms, and unacceptable forms except when appropriate to the topic and the audience. Also, standard American English uses the agreed-upon forms for plurals, possessives, subject-and-verb agreement and the formation of verb tenses. Competence and errors in usage can be "heard."

Subordination - Refers to a method of connecting structures so as to give some structures less emphasis than others. Examples of subordinating connectors are "because," "when," "if," "after," "while," "although," "so that," "who," "which" and "that."

Tone - Indicates the writer's sensitivity to the purpose of the piece of writing and to the effect the piece of writing should have on the audience. Simply, tone refers to the general mood or emotion brought forth by the piece of writing. Tone may be formal or informal, witty, ironic, sarcastic, humorous, informative, sorrowful, ecstatic...and so on.

Word choice - Word choice refers to the writer's use of words which *express* his or her ideas clearly and which demonstrate appropriate usage. For example, word choice includes an awareness of the differences between "a" and "an," "accept" and "except" and "lie" and "lay." Word choice also includes the appropriate forms of adjectives and adverbs ("the *worst* time of my life," "*really* hard") and correct pronoun case ("My parents gave "my brother and *me*").

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984); or handicap (Section 504 of the Rehabilitation Act of 1973) in education programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II—Ann Lary, Vocational Equity Coordinator
Title VI—Josephine Martin, Associate State Superintendent of Schools
Title IX—Iahmaal Childs, Coordinator
Section 504—Jim Whitworth, Coordinator

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

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